

Welcome

The presentation will begin in:

10 minutes



Welcome

The presentation will begin in:

9 minutes



Welcome

The presentation will begin in:

8 minutes



Welcome

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7 minutes



Welcome

The presentation will begin in:

6 minutes



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5 minutes



Welcome

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4 minutes



Welcome

The presentation will begin in:

3 minutes



Welcome

The presentation will begin in:

2 minutes



Welcome

The presentation will begin in:

1 minute



Crisis Statement

All families have the right to live in a world free from fear, violence and discrimination and have unique experiences and needs that are important and valuable.

We move forward with our families, our communities and with each of you.



Mindful Moment





RAPID RESPONSE
VIRTUAL HOME VISITING

Observing, Listening, and Understanding in the Virtual Environment

June 3, 2020

Presenters



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Director
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Service Center
ParentChild+ Supervisor
Kent, Washington



RR-VHV Resources

Institute for the Advancement of Family Support Professionals

Your Dashboard All Modules Your Compass Hi Reid

RAPID RESPONSE VIRTUAL HOME VISITING

Resources
Frequently asked questions

Want to help?
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[Contact the RR-VHV for more information](#)

Guiding Principles

Accessible:

- All resources will be provided free of charge and made accessible to providers through the Institute and other partners.
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- Information developed as a result of the project will remain available to support future needs of the field.

Strength-based:

- Include as many provider networks as possible in content and resource development.
- All providers bring unique and important voices. Expertise will be highly valued on content area and specific needs.
- Every effort will be made to have inclusive panels. However, it is important to remember that not all digital or organizational resources are created to meet the needs of all providers. Please consider the areas of strength and capacity to determine those areas in which you believe it is most important to be included.

Shared Responsibility:

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- To reach all implementation partners, we

Available Webinars

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Virtual Visit Readiness
Learn the basics of using different types of technology to connect with families.
[Available Resources:](#)
[Readiness Reflection \(PDF\)](#)
[Troubleshooting Tips \(PDF\)](#)

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<https://institutefsp.org/covid-19-rapid-response>



Poll

What is your primary role?



Poll

What is your experience providing virtual visits?



Poll

How do you typically provide visits at this time?



Learning Objectives

- Learn how to apply your observation and listening skills with families to a virtual service delivery approach.
- Gain an understanding of the connection between these observations and the way they support the relationship between FSPs and families.
- Learn key strategies of ways to partner with families to collect information through observation.



National FSP Competencies

Domain 7: Relationship-Based Family Partnerships

Dimension 26: Positive communication

Component a: Active listening

Component b: Effective inquiry

Dimension 27: Collaboration

Component a: Role of the family support professional

Domain 9: Effective Home Visits

Dimension 31: Assessment

Component d: Observation

Dimension 32: Planning

Component a: Individualization to needs of each family

Component b: Focus on positive child outcomes and parent-child interactions



Pre-COVID and Current-COVID



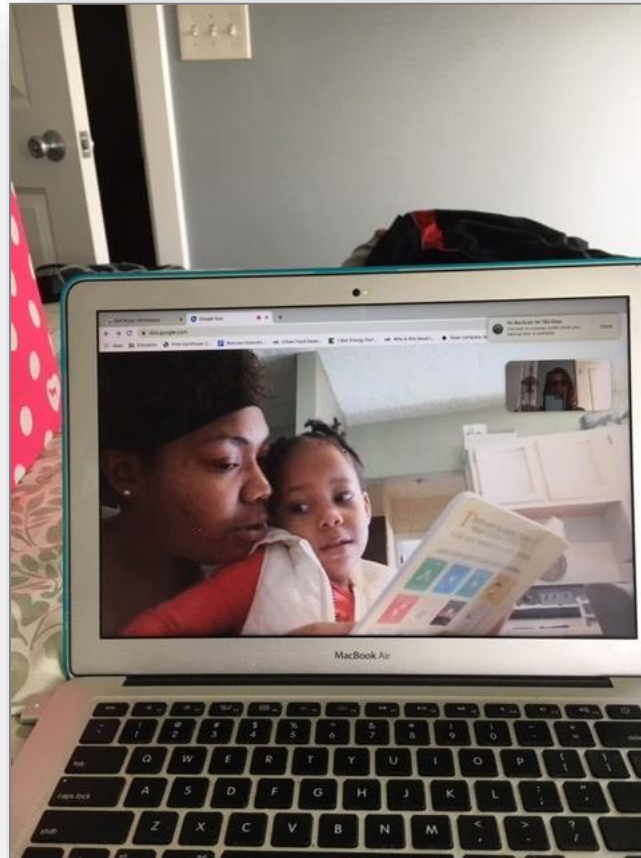
Photo courtesy of ParentChild+,
Ounce Washington

Observation in the Environment

Observing by:

- Asking open-ended questions
- Prompting
- Commenting on what you see
- Providing cues
- Reflecting and summarizing parent's words

Photo courtesy of
ParentChild+, Columbus
Early Learning Center,
Columbus, Ohio

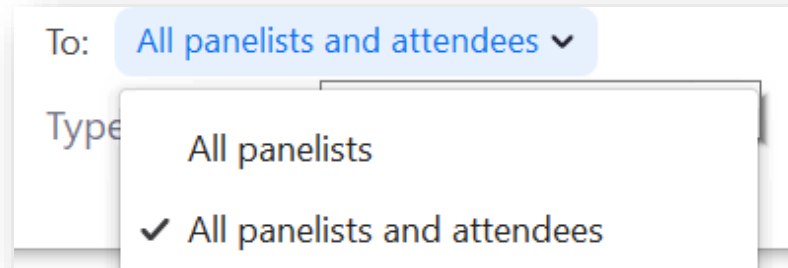
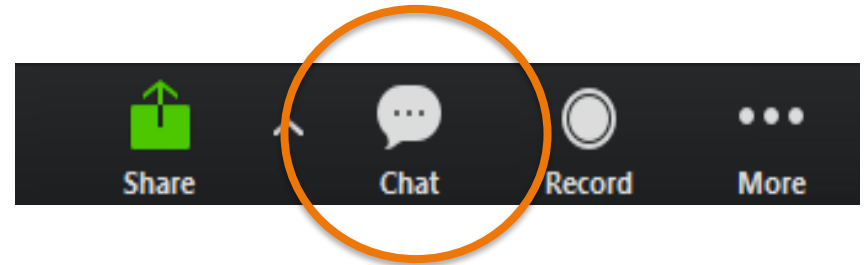


Listening for:

- Tone of voice
- Pacing and pauses
- Background noise
- Children's chatter and conversation
- "Smizing" – smiling eyes

Chat Feature

Please use the chat box to respond to questions that we ask you! Select “All panelists and attendees.”



Chat



What are some potential reasons family support professionals aim to observe a family's environment and reflect on it during a virtual home visit?

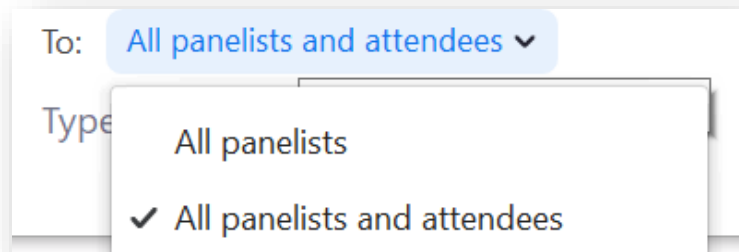
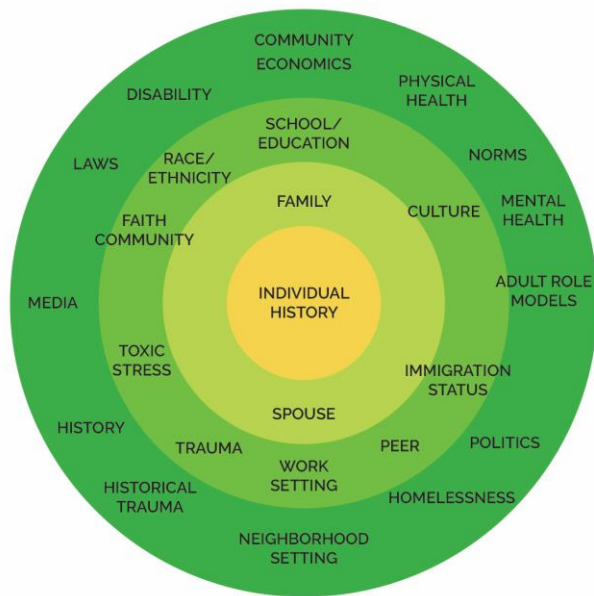


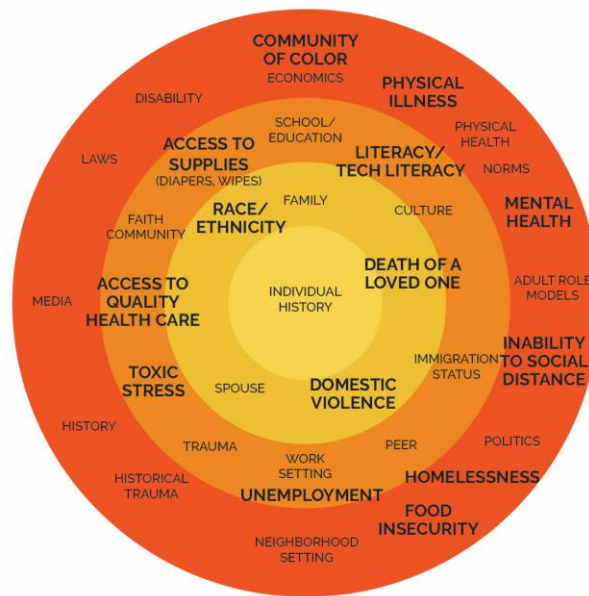
Photo courtesy of ParentChild+, Westchester Jewish Community Services, Westchester County, NY

Person in the Environment

Pre-COVID Recent Influences



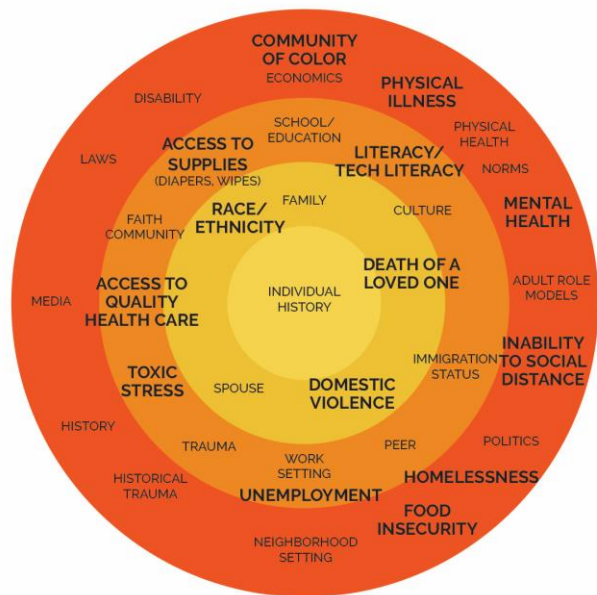
Current COVID Influences



Chat

What additional influences would you add to this image based on the influences on the families you are working with?

Current COVID Influences



Connect Environment to Parent's State of Mind

Wonder out loud with and for the parent.



Danielle Roubinov - Field Representative



1. Support tech set-up, set clear expectations, communicate thoroughly and frequently.
2. Confirm video/internet access or provide if needed.
3. Accept that video calls can be a much different experience than being the home.
4. Meet families where they are at.
5. Measure fidelity and outcomes.



Strategies for Transitioning to Telehealth



- Pre-session preparation
 - Tip sheet
 - Test session (technology, viewing angle, etc.)
 - Sharing expectations and goals
- Gentle prompts to encourage engagement

Photo courtesy of ParentChild+, Ounce Washington



Strategies for Transitioning to Telehealth

- Leveraging the video conferencing platform
 - Screen share
 - Kids love to see themselves!
- Self-care/managing your own discomfort
 - Remember that your skills “translate” to video



Photo Courtesy of ParentChild+, Guatemalan-Maya Center, Palm Beach County, FL

Self-Awareness



1. Apply mindful moment to ground yourself and the parent.
2. Open with strength-based comments and curious questions.
3. Check in midway through the visit.
4. Close with partnered highlights and reflection.

Engaging Parents in Observation



- Partner with parent to set agenda, discuss worries and set goals.
- Support parent's observational skills.
- Rely on your coaching skills.

Photo courtesy of ParentChild+, Westchester Jewish Community Services, Westchester County, NY



Margarita Chan – Field Perspective



- “ParentChild+ WeChat”
- Emails
- Phone calls (Check-in communication calls)
- Messenger
- Messages
- Learning videos created by our Early Learning Specialists
- Zoom video calls

Margarita Chan – Field Perspective



Verbal Video

How would you coach the parent to provide you a verbal video?

To: All panelists and attendees ▾

Type

- All panelists
- ✓ All panelists and attendees



Parent Observation

What prompts or questions might you use to expand the parent's observation?



To: All panelists and attendees ▾

Type

- All panelists
- ✓ All panelists and attendees

Understanding Observations



- What did you see or hear in the home and how do you interpret it?
 - Is this unusual for the specific family?
- How did parent respond?
 - What was their mood?
 - Did they share any new concern related to family well-being or child development?
 - What has been going well or better than expected for the family during this time?
- What might be contributing to the stress levels at home?
 - Older sibs needs - their own learning needs?
 - Unemployment - Is rent coming up soon?
- How did you respond? Or, how would you have liked to respond?

Photo courtesy of ParentChild+, Guatemalan-Maya Center, Palm Beach County, FL

Questions



Wrap-up and Reflection



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Credits

We extend a special thank you to the team that created this webinar:

- Elizabeth Allen, ABC
- Luanne Austin, Health Education Design Group, JMU
- Heather Taylor, Health Education Design Group, JMU
- Jennifer Case, Early Impact Virginia & The Institute for the Advancement of Family Support Professionals
- Margarita Chan, CISC, ParentChild+
- Amanda Costello, ABC
- Lynette DeDios, Ounce of Prevention
- Roddey Jones, SafeCare
- Leslie McAllister, EDC/HV-ImpACT
- Michele Morrison, ParentChild+
- Molly O’Fallon, Nurse Family Partnership
- Angela Rau, Parents as Teachers National Center
- Caroline Roben, ABC
- Danielle Roubinov, School of Psychiatry, UCSF; Parent Coach, ABC
- Pamela Williams, ParentChild+, Ounce Washington



References



Parents as Teachers.

USC Suzanne Dworak-Peck

School of Social Work
Telehealth

The information provided in this document is based on the research and findings of the collaborative initiative between Parents as Teachers National Center and the USC Suzanne Dworak-Peck School of Social Work Telehealth Clinic. The virtual service delivery demonstration, conducted by Dorian Traube, PhD, at the **University of Southern California** and **staff from Parents as Teachers National Center**, served seven communities in California and Missouri.

